

Welcome!

*Please make your way to the chairs
in the front for a prompt 9:30 start.*

We have a full day!



RIDE Rhode Island
Department
of Education

School Improvement Under ESSA

January 11, 2019

9:00 am to 2:30 pm

Paff Auditorium, Shepard Building



RIDE Rhode Island
Department
of Education

Agenda

Time	Activity	Presenter
9:00 am	R E G I S T R A T I O N	
9:30 am	Commissioner's Welcome + Board's Welcome	Ken Wagner, Ph.D., <i>Commissioner of Education</i> Barbara Cottam, <i>Chair of RI Board of Education</i>
10:00 am	State Community Partnership	Neil Steinberg and Lisa DiMartino, <i>The Rhode Island Foundation</i>
10:30 am	Framing for the Day	Mary Ann Snider, <i>Deputy Commissioner</i> Pascale Thompson, <i>Assoc. Dir. of School Improvement</i>
10:35 am	School Improvement Framework + Teaching & Learning	Krystafer Redden, <i>Transformation Specialist</i> Lisa Foehr, <i>Chief of Teaching and Learning</i>
10:50 am	Framing for Community Advisory Boards (CABs)	Mary Ann Snider, <i>Deputy Commissioner</i>
10:55 am	Overview of Community Advisory Boards (CABs)	Drew Milligan, <i>Transformation Specialist</i> Chanthy Lopes, <i>Facilitator</i>
12:00 pm	Needs Assessment + Root Cause Analysis	Drew Milligan, <i>Transformation Specialist</i>
12:30 pm	L U N C H	
1:00 pm	School Improvement Planning + Evidence-Based Interventions	Drew Milligan, <i>Transformation Specialist</i> Dan Ochs, <i>Educational Specialist</i>
1:30 pm	Funding School Improvement Efforts	Chiara Deltito, <i>Educational Specialist</i> Krystafer Redden, <i>Transformation Specialist</i>
2:20 pm	Wrap Up + Review Key Takeaways	Mary Ann Snider, <i>Deputy Commissioner</i> Pascale Thompson, <i>Assoc. Dir. of School Improvement</i>
2:30 pm	Closure for the Day	



Welcome from Commissioner

- Ken Wagner, Ph.D.,
 - *Rhode Island Commissioner of Education*



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State & Community Partnership

- Neil Steinberg,
 - *President & CEO, The Rhode Island Foundation*
- Lisa DiMartino, Ph.D.
 - *Strategic Initiative Officer , The Rhode Island Foundation*



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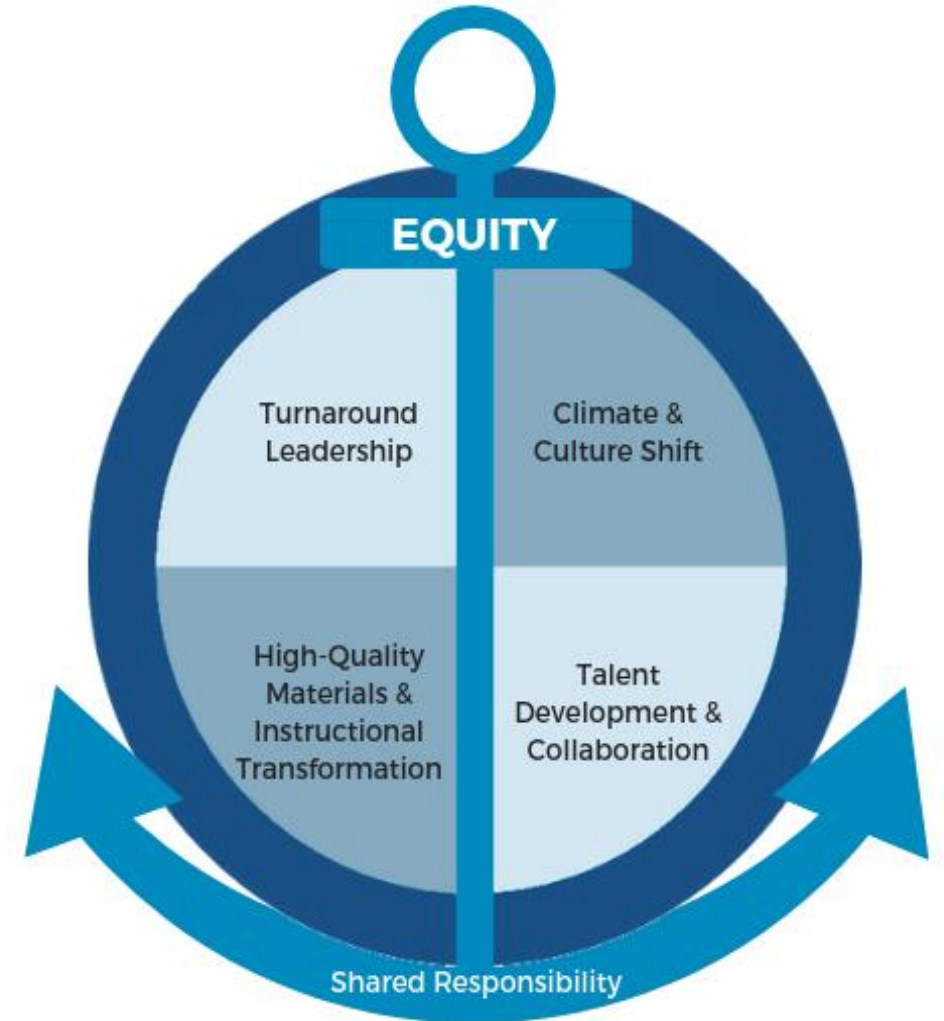
Norms

- Avoid assumptions about positions of authority, educational background or district representation.
- Comment on ideas, not individuals.
- Be present, listen actively and respectfully, without interrupting.
- Honor equity of voice; help make sure all perspectives are able to be heard.
- Trust the process.
- Be solutions-oriented.

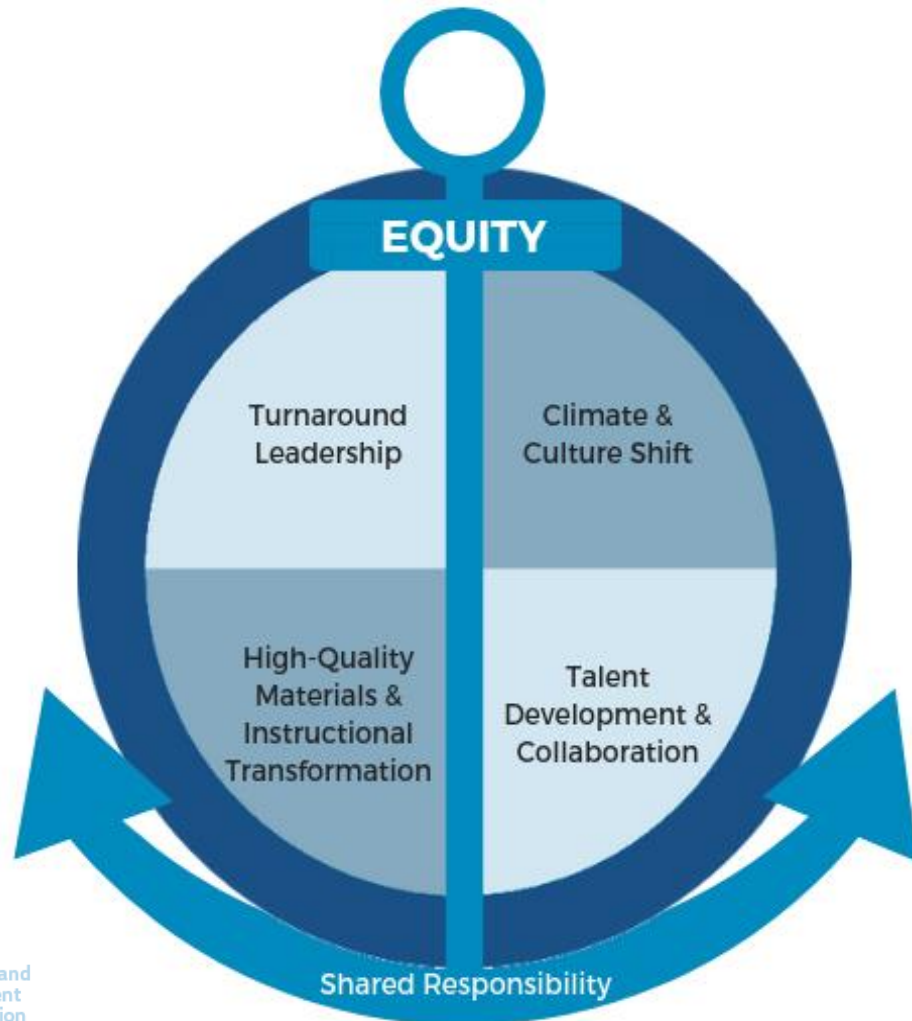


Rhode Island Framework for Comprehensive School Improvement

- Complex work needs guardrails
- State articulates coherent strategy
- Evidence-based essential elements
- Innovation, flexibility, continuous improvement



A Systems Framework for Improvement



- Equity
- Shared Responsibility
- Turnaround Leadership
- Climate & Culture Shift
- High Quality Materials & Instructional Transformation
- Talent Development & Collaboration
- Everyone has a role to play



A Framework Rooted in the Field

- Developing a Framework: Massachusetts
 - Worked with national organizations to develop
 - Evaluate, build understanding, course correct
 - Evolving process took over five years
- Piloting an Approach: Central Falls
 - LEA identified a local challenge
 - RIDE provided technical assistance + convening power
 - SEA and LEA worked collaboratively to problem solve

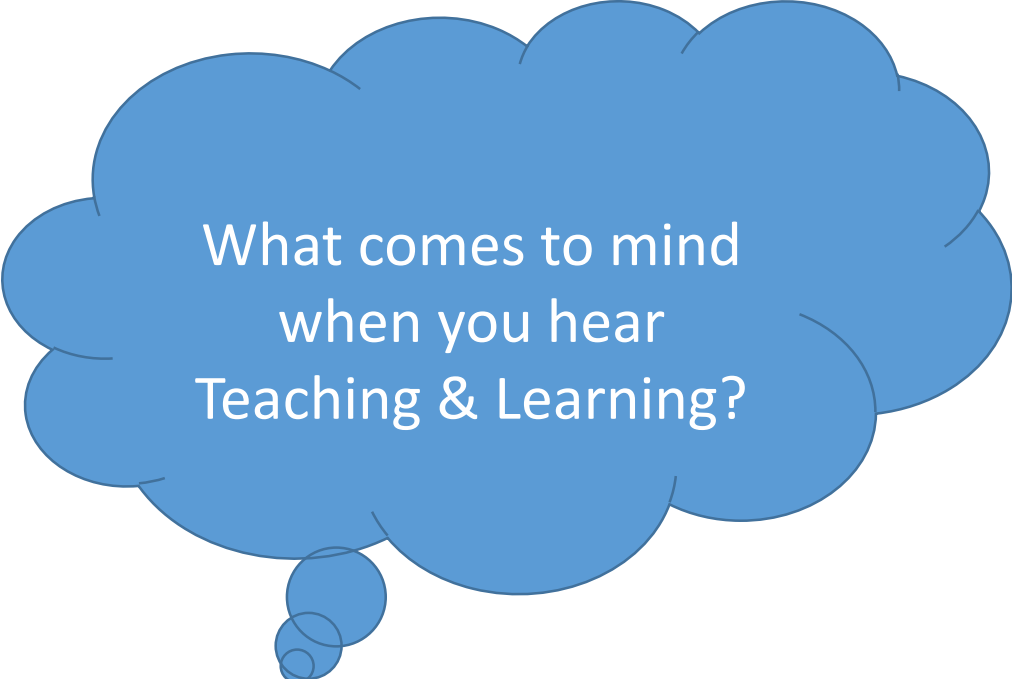


Teaching & Learning



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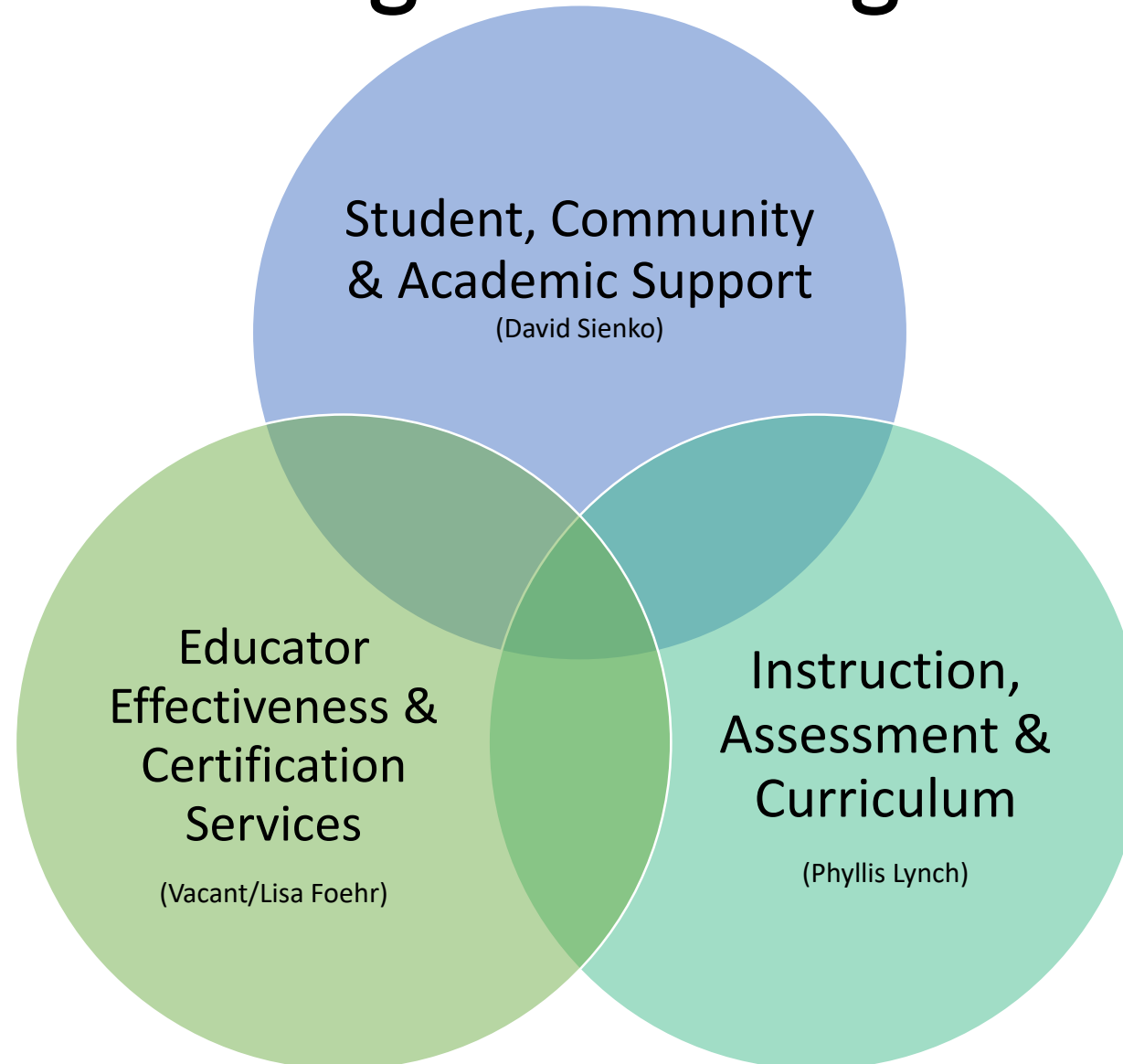
Reflection



What comes to mind
when you hear
Teaching & Learning?



Division of Teaching & Learning



Isaac, 11th Grade

- “I’m willing to take any chance in my life for this dream.” Listen for a moment to Isaac’s story.
- ... “Despite his early struggles, Isaac invested deeply in school. He did everything he was supposed to do to reach his goal.”

(The Opportunity Myth, 2018, TNTP)



“But has school held up its end of the deal?”

- More students than ever enrolling in college but far fewer succeed. 40% take at least one remedial course.
- Graduates who opt for work straight out of school are in a similar situation- employers report missing skills to do the work.
- Students believe what we’ve been telling them- if they show up, do the work and meet teachers’ expectations, they will be prepared.

It’s a Myth- It’s not enough

But make no mistake, this is not about teachers or administrators or any 1 person we might try to blame. No 1 person or group is responsible, at every level of the system we make decisions that perpetuate inequity and mediocrity.



TNTP wanted to learn more and here's what they found...

- Students have big, clear plans
 - Most do what they are asked in school but are not ready to succeed after school
 - Students spend most of their time without access to four key resources: grade-appropriate assignments, strong instruction, deep engagement, and teachers who hold high expectations
 - Students of color and those from low-income families, English learners, and students with mild-moderate disabilities have even less access to these resources than their peers
-
- **Greater access to the four resources can, and does, improve student achievement**



Guess What? This is the same information Marzano and others reported years ago...

- Guaranteed and viable curriculum is the top school-level factor
- Challenging Goals and Feedback on Work is #2
- Instructional Strategies is the top teacher-level factor
- Classroom Management in #2
- The decisions teachers make have the greatest impact on students. Teachers have the greatest impact on our students.
- School Leaders #2

***Please Note: The other factors all matter too!
These had the greatest statistical impact.***



This is Teaching & Learning

It's all the areas of the previous slides. It's teaching, leading, classroom culture, instruction, curriculum, student work, grade-level assignments, student engagement- it's supporting students to learn and be successful citizens.

It's Never Teaching & Learning OR.....

It's Always Teaching & Learning AND...



What is Curriculum in Rhode Island?

Curriculum is a standards -based sequence of planned experiences where students practice and achieve proficiency in content and applied learning skills. Curriculum is the central guide for all educators as to what is essential for teaching and learning, so that every student has access to rigorous academic experiences. The structure, organization, and considerations in a curriculum are created in order to enhance student learning and facilitate instruction. Curriculum must include the necessary goals, methods, materials and assessments to effectively support instruction and learning.

- Goals within a curriculum are the standards-based benchmarks or expectations for teaching and learning. Most often, goals are made explicit in the form of a scope and sequence of skills to be addressed. Goals must include the breadth and depth to which a student is expected to learn.
- Methods are the instructional decisions, approaches, procedures, and routines that teachers use to engage all students in meaningful learning. These choices support the facilitation of learning experiences in order to promote a student's ability to understand and apply content and skills. Methods are differentiated to meet student needs and interests, task demands, and learning environment. Methods are adjusted based on ongoing review of student progress towards meeting the goals.
- Materials are the tools selected to implement methods and achieve the goals of the curriculum. Materials are intentionally chosen to support a student's learning. Material choices reflect student interest, cultural diversity, world perspectives, and address all types of diverse learners.
- Assessment in a curriculum is the ongoing process of gathering information about a student's learning. This includes a variety of ways to document what the student knows, understands, and can do with their knowledge and skills. Information from assessment is used to make decisions about instructional approaches, teaching materials, and academic supports needed to enhance opportunities for the student and to guide future instruction.



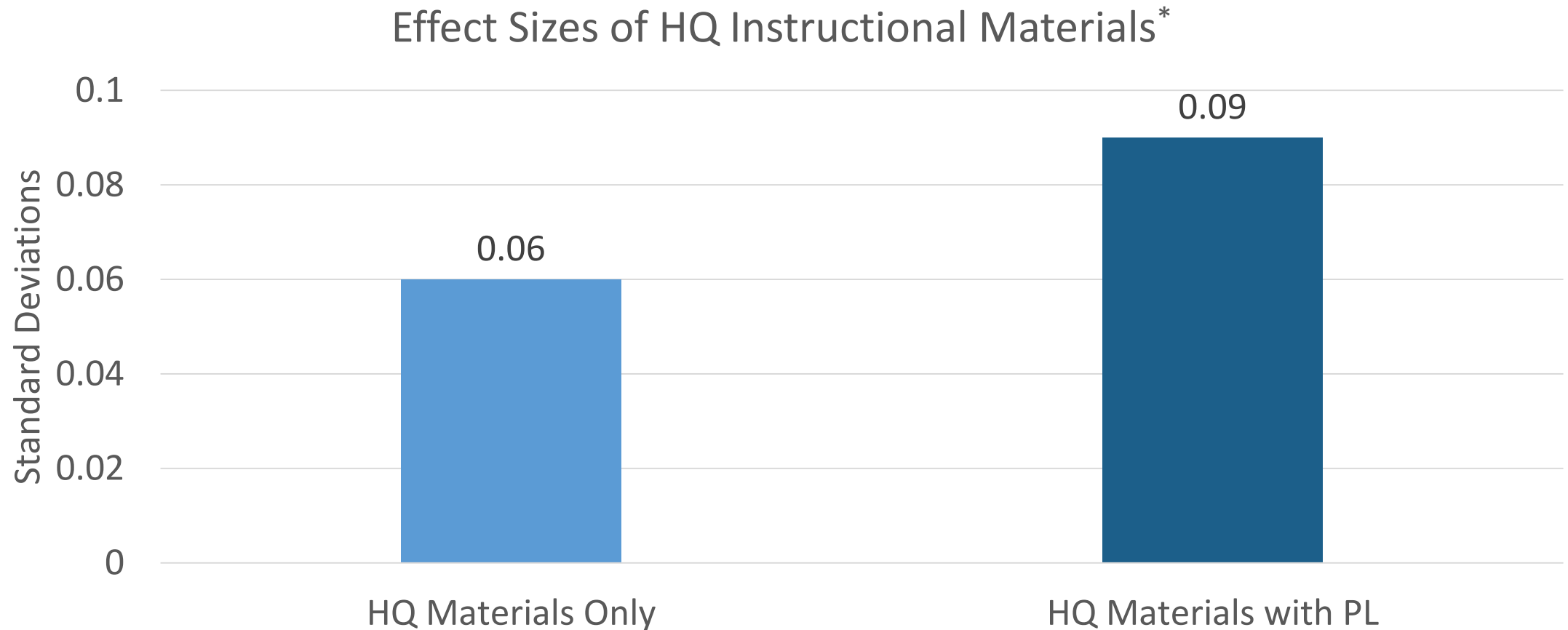
Our Beliefs...

All students deserve the opportunity to learn from engaging, grade-level, high quality curriculum to prepare for success in college, career and civic life.

- High quality curriculum is the foundation of an equitable academic program that includes goals, instructional practices, assessments, differentiation and intervention plans.
- High quality curriculum implemented with integrity across a system is a lever for increased student accessibility and growth.
- High quality curriculum adoption will only be successful with curriculum specific, job-embedded, high quality professional learning.
- High quality curriculum must be the focus of an aligned system that begins with teacher preparation through in-service experiences.



Why Do Curriculum AND Professional Learning Matter?



What Do We Do?

- Ask students and families directly about their goals and school experiences; listen to what they share; act on it (part of needs assessment and root cause)
- Make greater access to grade-appropriate assignments an urgent priority for all. (Support educators with time for PL with each other)
- Give all students, especially those who are behind, access to instruction that asks them to engage deeply with challenging material
- Ensure educators enact high expectations for student success by seeing firsthand that students can do it
- Consider an equity audit to identify school and district decisions that give students greater access than others

The gaps do shrink...

Invest in Professional Learning

Is Any Professional Learning Good?

- Catalyst Sessions vs. Professional Learning
- 1 Day- 5 hours to learn Common Core Standards vs. Instructional Coaching, Student Work Reviews, Learning Walks, Peer to Peer feedback, Co-design of Lessons, Lesson Study



Strategies Underway

13 LEAs Supported
by Ed
Reports Curriculum
Project

Professional
Learning Plan
Implementation
Support

District Network
Meetings on
Professional
Learning

Professional
Learning
Priority/ECN

Ed Prep Program
Conversations

Supported by a grant from Council for Chief State School Offices (CCSSO)



Save the Date

District Network Meeting #2

January 25th, 2018



- Inquiry-driven approach to professional learning.
- A process for internalizing lessons to increase efficacy of high quality curriculum materials.
- Considering exemplary responses from students in a particular lesson and comparing that to current levels of achievement.
- Understanding the Leading Educators Content Cycles and how you might apply to your local context.



Where is Isaac?

- He struggled in 9th and 10th grade. He had a series of experiences where adults told him implicitly and explicitly that he wouldn't make it.
- He got back on track. He didn't want his parents to be sad. He knew he needed a diploma.
- He is enrolled in a nursing program at a vocational college. He started courses before graduation.
- *Students do have barriers to overcome but many of the barriers are created by decisions made by adults, within our control.*



Comprehensive School Improvement Planning				
	Establish Community Advisory Boards	→ Conduct Needs Assessment and Root Cause Analysis	→ Select Interventions & Create school Improvement Plan	→ Apply for School Improvement Funding
RIDE				
LEA				
Collaborative Team (School & Community Advisory Board)				



Community Advisory Boards (CABs)

- Mary Ann Snider,
 - *Deputy Commissioner*
- Chanthy Lopes,
 - *Facilitator, Office of the Commissioner*
- Drew Milligan,
 - *Transformation Specialist*



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Community Advisory Boards

- The Rhode Island State Plan creates CABs in order to:
 - provide a dedicated seat at the table to members of the communities directly served by CSI schools and;
 - empower these community members with real decision-making and oversight authority at every stage of the school improvement process;
 - serve the interest of **Equity** and **Shared Responsibility** and will bring a new voice to school improvement in Rhode Island



Assembling the CABs

- RIDE will provide
 - Policy guidance
 - Technical assistance
 - Launch funding
 - Support development and networking activities for CABs
- LEAs will
 - Recruit and select broad, representative members from the community
 - Adopt policies, protocols and schedules for CABs
 - Support orientation and development of CABs in their school community
 - Finalize CAB(s) by **March 4th** and submit names and biographies to RIDE



Timeline of CAB Activities

1. Orientation of Newly Assembled CABs
2. Needs Assessment and Root Cause Analysis
3. Selection of Evidence Based Interventions and Development of School Improvement Plans
4. Application for School Improvement Funding
- Beyond the scope of Today*
5. *School Improvement Monitoring and Support*
6. *Annual Reporting of Progress*



CAB Questions?



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CAB Workshop Activity

- Please make your way to round tables with your LEA name
- Follow the directions on the packet on the table to help you plan for assembling, developing and supporting your CABs

Comprehensive Needs Assessment & Root Cause Analysis

- Drew Milligan,
 - *Transformation Specialist*

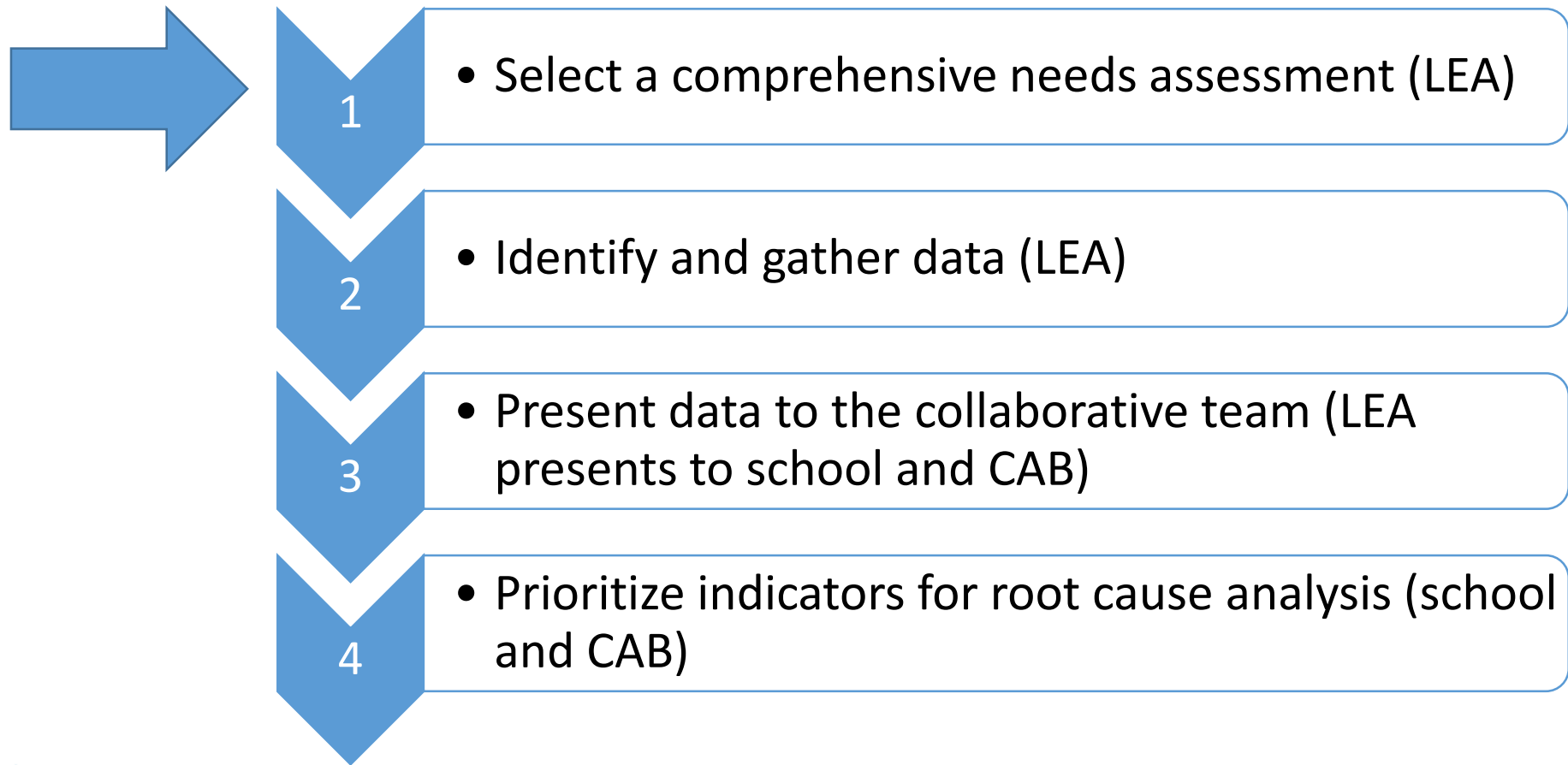


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Collaborative Team (School & Community Advisory Board)	<ul style="list-style-type: none"> • Collaborate to orient CAB members to school and school to CAB • Work with LEA to schedule meetings for each subsequent phase of improvement planning process 			



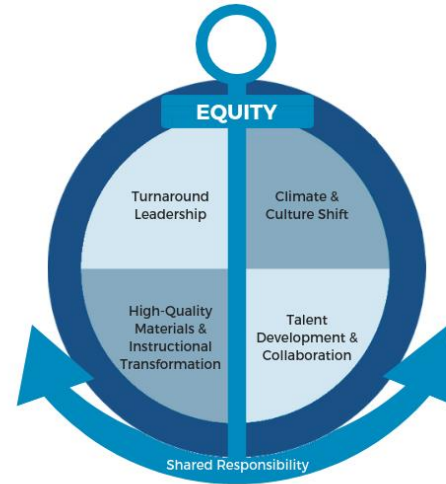
Conducting a Comprehensive Needs Assessment






Step 1. Selecting a Comprehensive Needs Assessment

Four key questions:

1. Is it comprehensive?



2. Is it aligned?

 Academic Performance	 Student Success	 College & Career Readiness
<ul style="list-style-type: none">• Achievement• Growth• English Language Proficiency• Science*	<ul style="list-style-type: none">• Student absenteeism• Teacher absenteeism• Suspension Rate• Exceeding Expectations	<ul style="list-style-type: none">• Graduation• Graduate proficiency*• Post-secondary success*



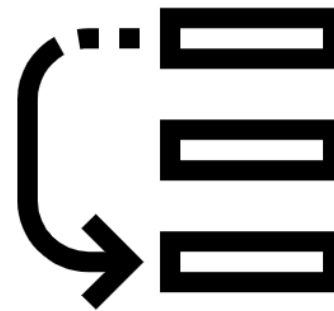
Step 1. Selecting a Comprehensive Needs Assessment

Four key questions:

3. Are indicators valid and measurable?



4. Does it allow for prioritization?

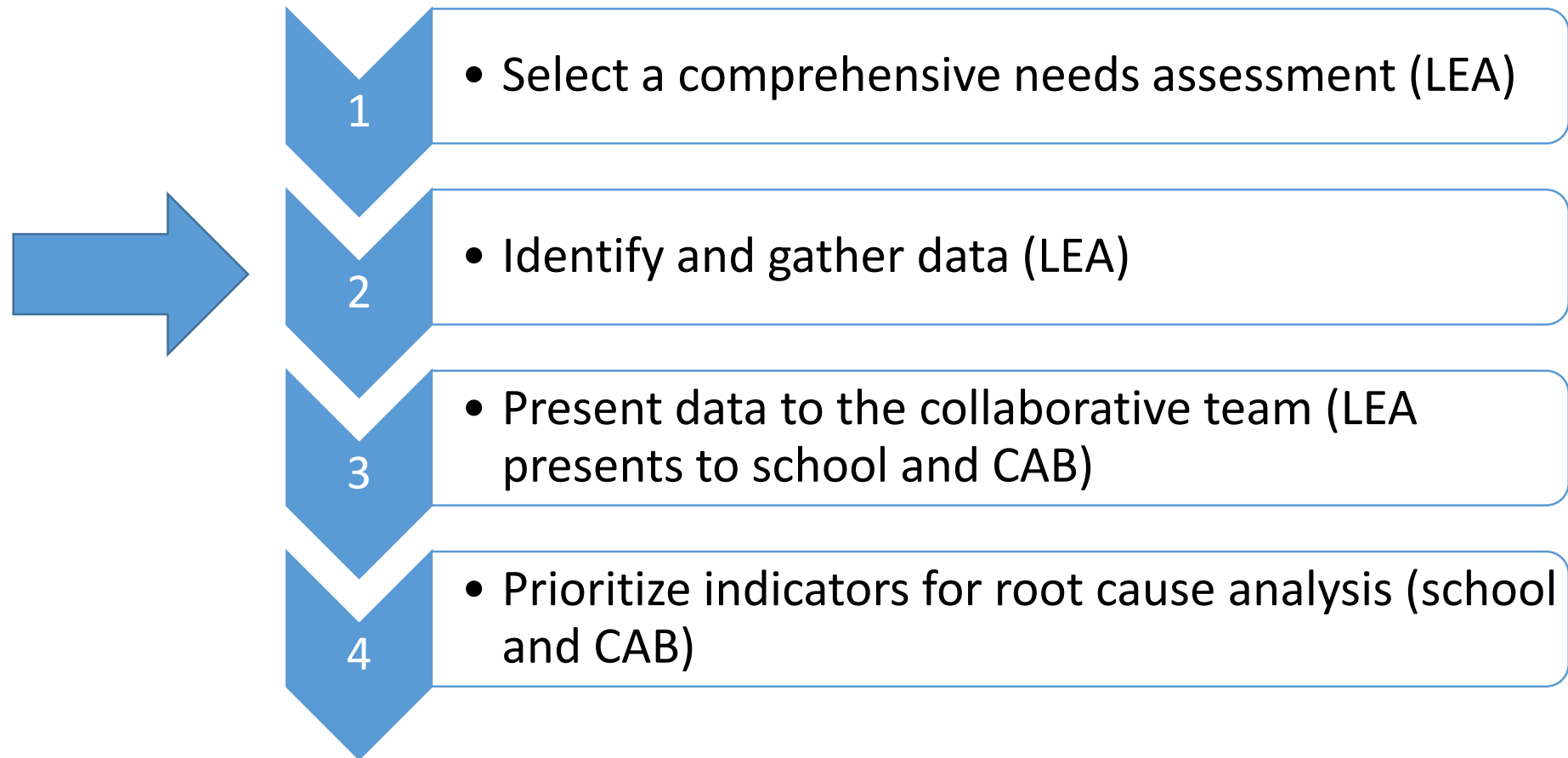


Sample Comprehensive Needs Assessments

- Rhode Island Model Comprehensive Needs Assessment provided in the appendix of your Practitioners' Guide
- [Georgia Department of Education Comprehensive Needs Assessment](#)
- [Moving Your Numbers District Self Assessment Guide](#)
- [Global Best Practices 2nd Edition](#) (Secondary schools only)



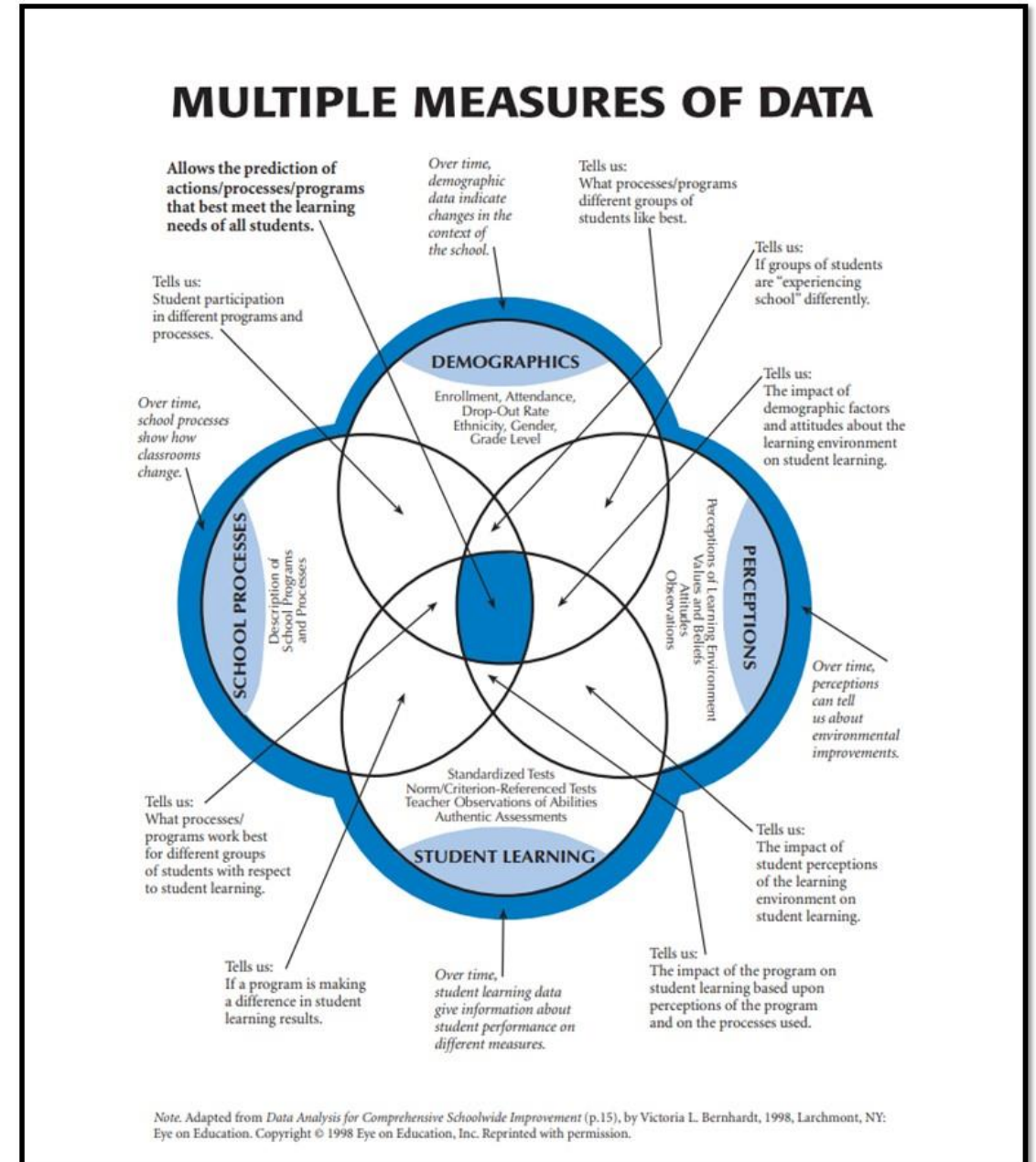
Conducting a Comprehensive Needs Assessment



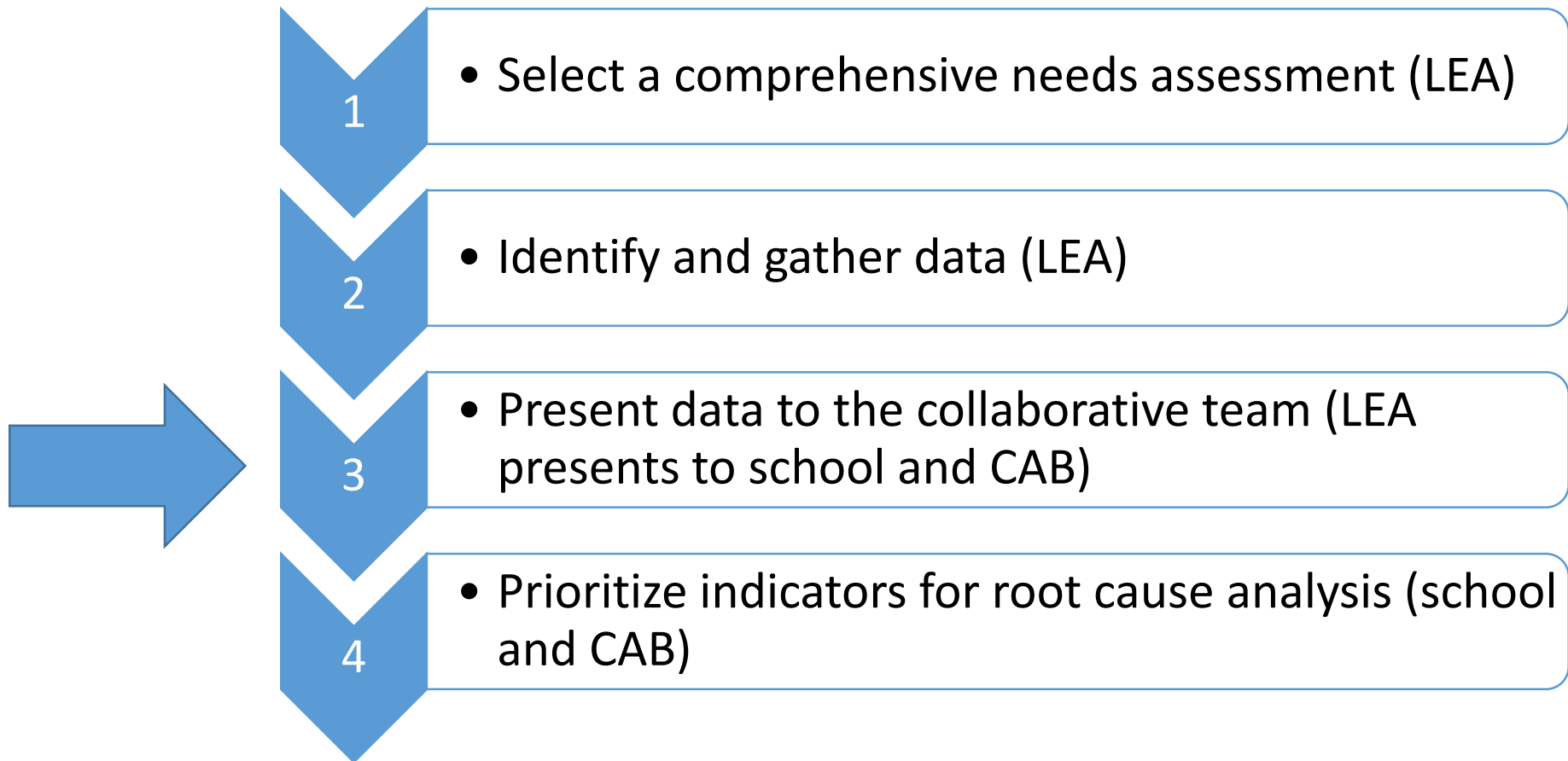
Step 2. LEA Gathers Data

For every indicator, data should be:

- Triangulated
- Contextualized
- Visualized/Summarized



Conducting a Comprehensive Needs Assessment

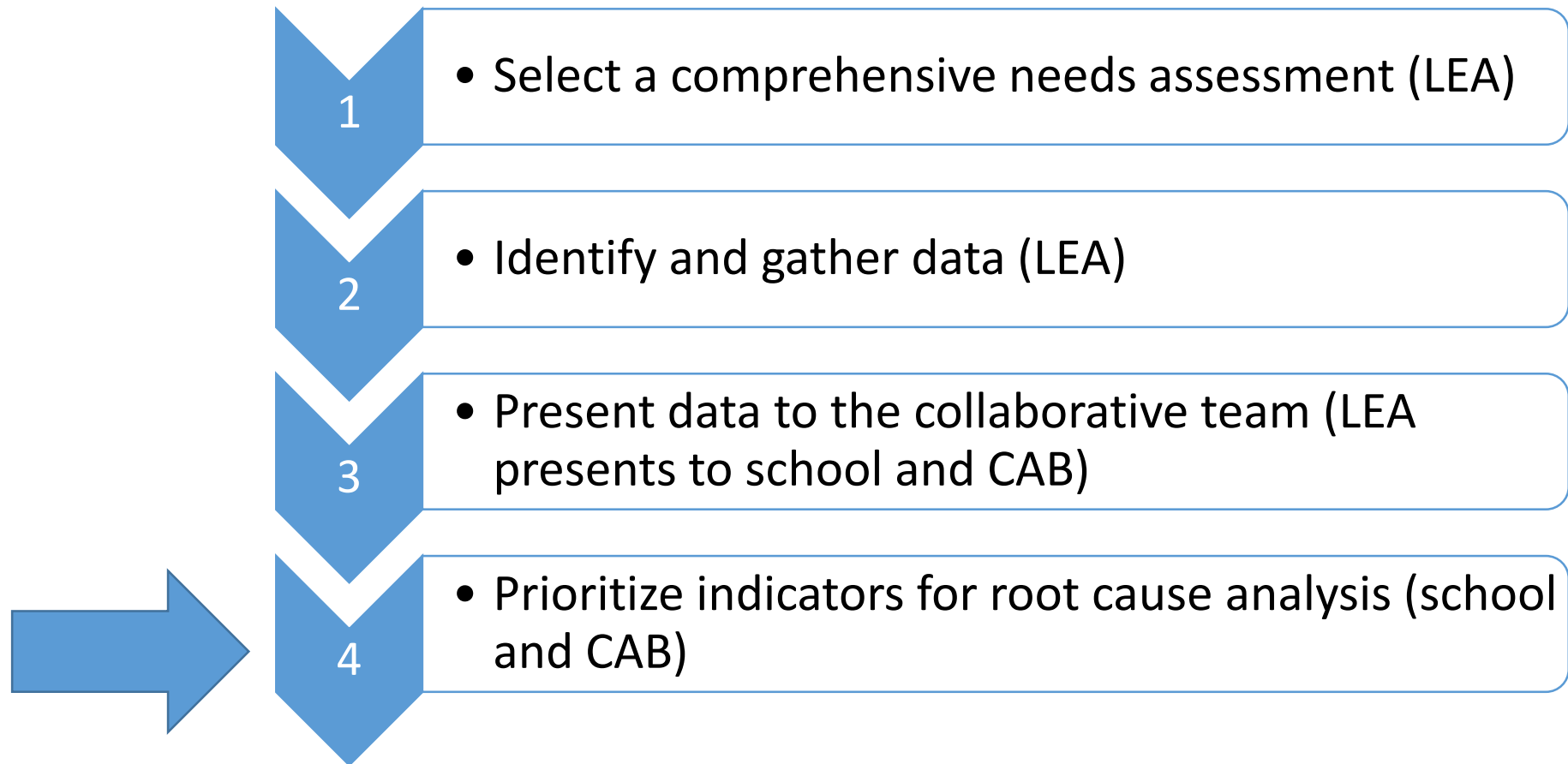


Step 3. LEA Presents Data to Collaborative Team

- LEA builds collaborative team's capacity to understand and analyze data
- Collaborative team asks questions:
 - Additional data?
 - Clarifying questions?
 - Avoids making judgements, proposing solutions

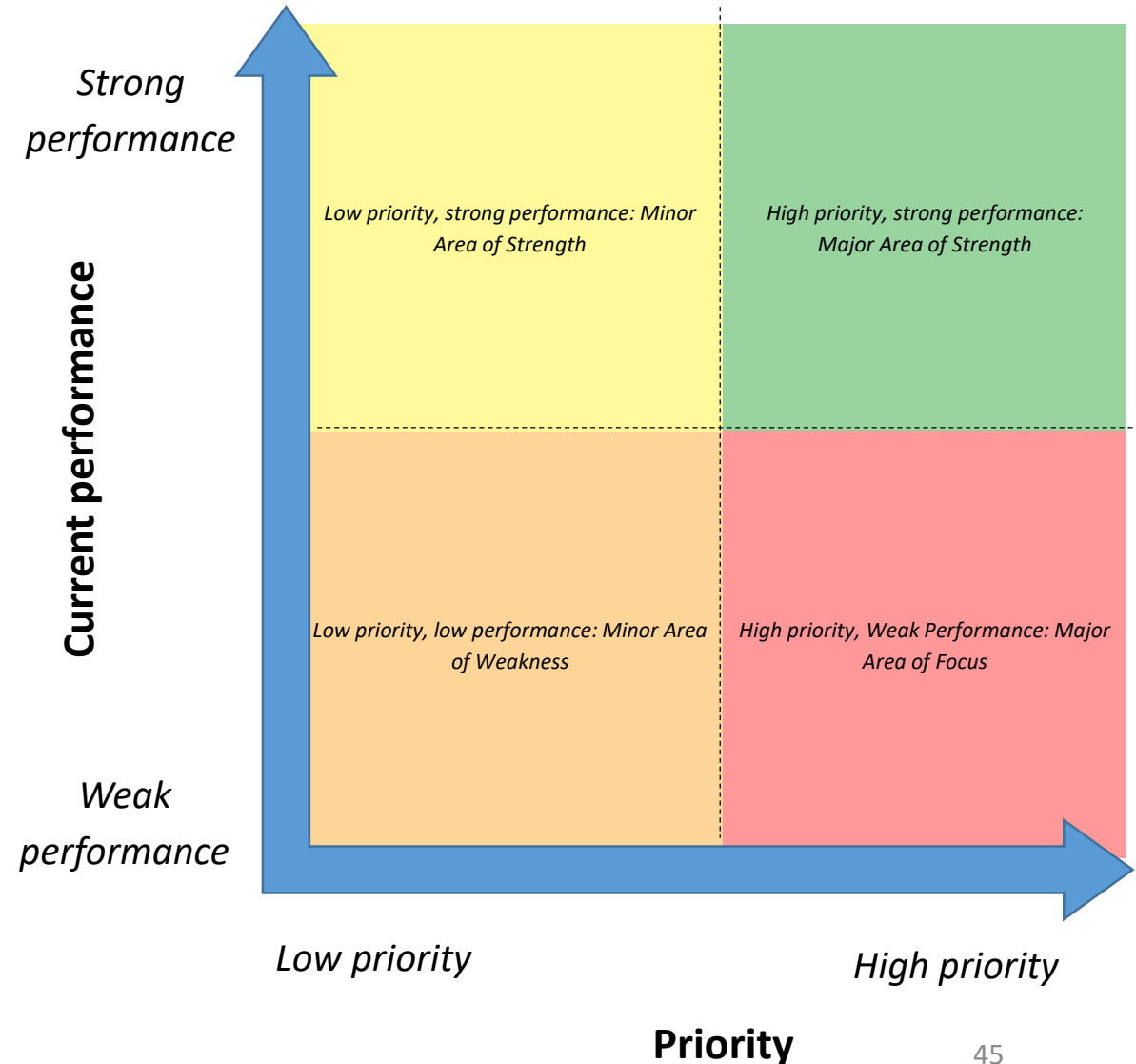


Conducting a Comprehensive Needs Assessment



Step 4. Collaborative Team Prioritizes Indicators

- Individual or groups of indicators are analyzed and evaluated on two axes:
- Each collaborative team should end with 3-5 **High Priority, Weak Performance** indicators



Conducting a Root Cause Analysis (RCA)

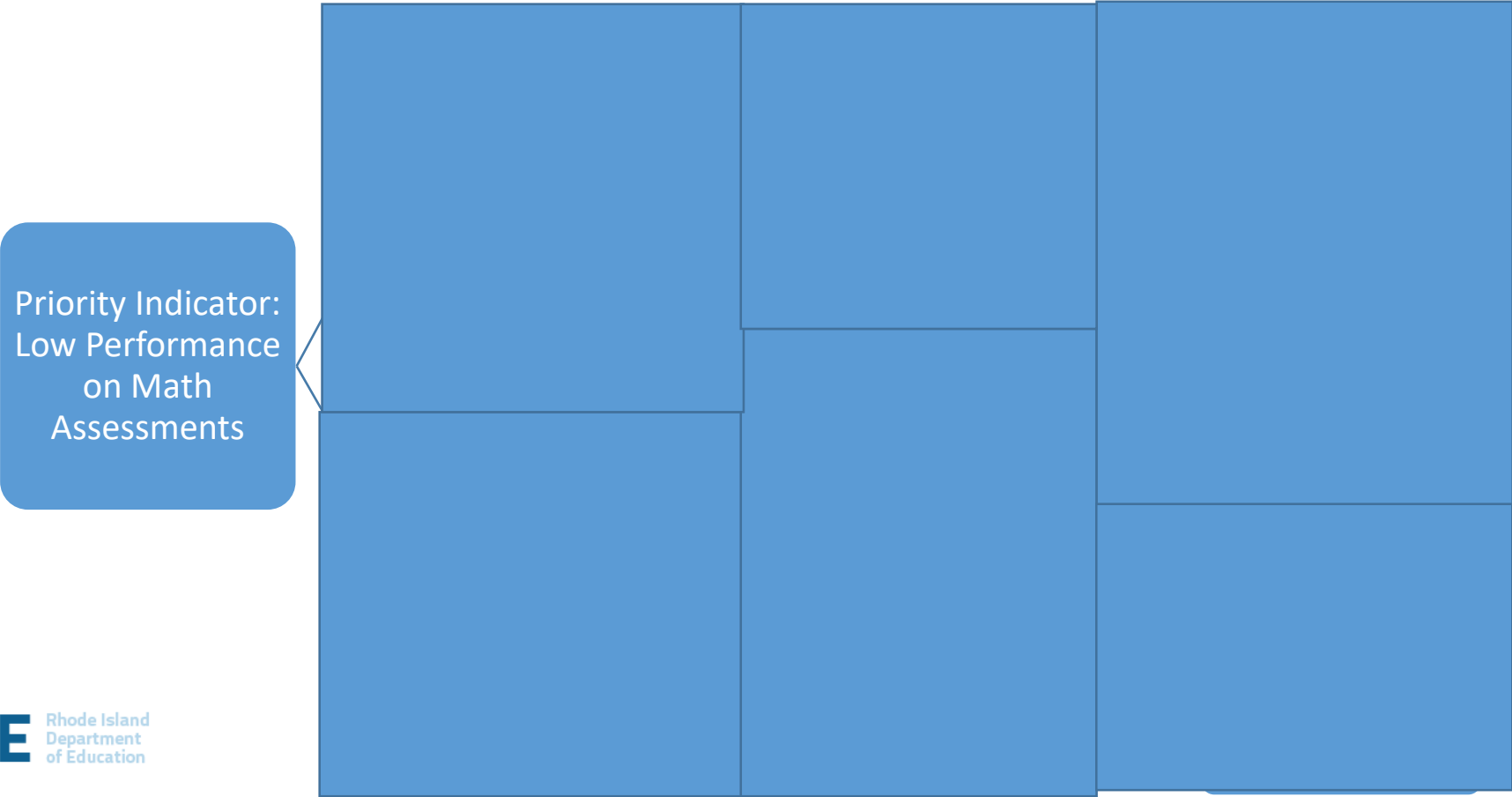
- RCA helps us with:
 - Focusing
 - Solving the right problem
 - Identifying factors within our control



Conducting a Root Cause Analysis

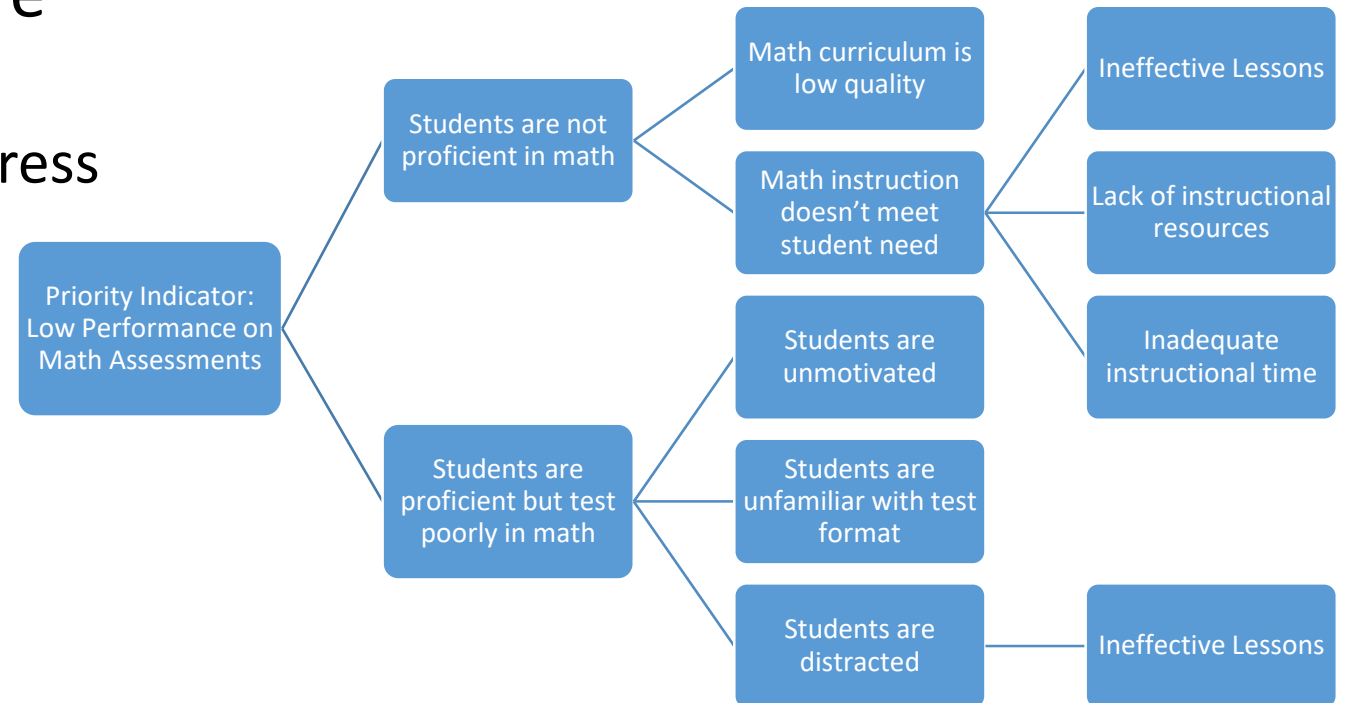
- Improving upon the “5 Whys” Traditional Protocol

Priority Indicator:
Low Performance
on Math
Assessments



Selecting Root Causes

- Most powerful root causes are those that:
 - Are within your control to address
 - Supported by the data
 - Specific and robust



*Protocol for identifying key root causes
provided in your Practitioner's Guide*



Comprehensive School Improvement Planning				
	Establish Community Advisory Boards	Conduct Needs Assessment and Root Cause Analysis	Select Interventions & Create school Improvement Plan	Apply for School Improvement Funding
RIDE	<ul style="list-style-type: none"> • Provided guidance • Provide technical assistance • Transition funding 	<ul style="list-style-type: none"> • Provide models • Provide technical assistance • Transition funding 		
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Collaborative Team (School & Community Advisory Board)	<ul style="list-style-type: none"> • Collaborate to orient CAB members to school and school to CAB • Work with LEA to schedule meetings for each subsequent phase of improvement planning process 	<ul style="list-style-type: none"> • Work as a collaborative team to understand needs assessment data, prioritize indicators and hypothesize root causes 		



Evidence-Based Strategies & Comprehensive School Improvement Plans

- Drew Milligan,
 - *Transformation Specialist*
- Dan Ochs,
 - *Education Specialist*

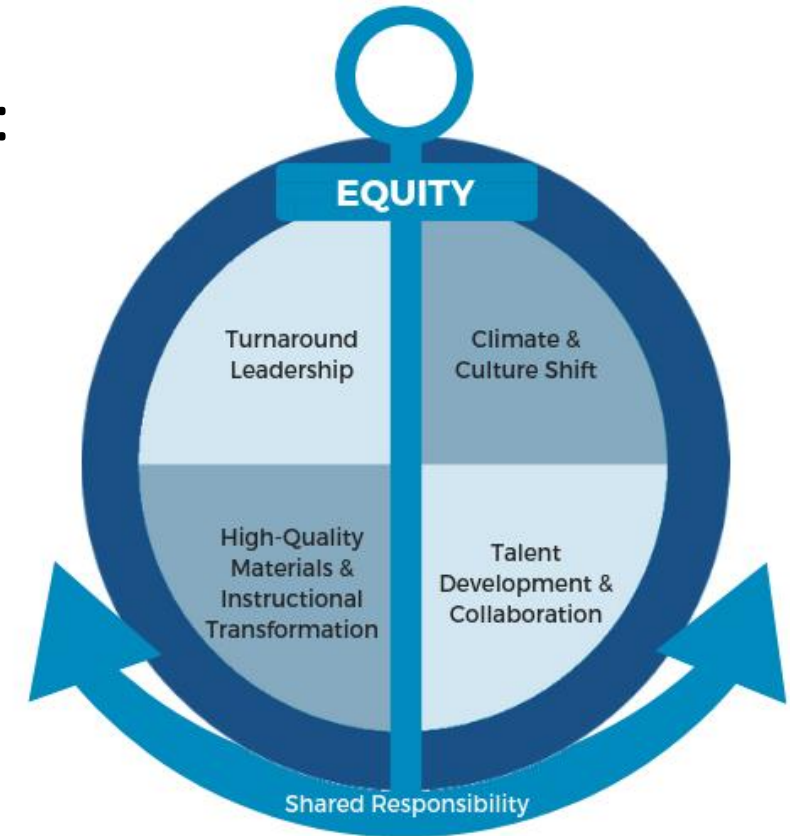


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Selecting a Strategy

- Strategies for School Improvement must be:
 - Identified by consensus of collaborative team
 - Aligned to the Rhode Island Framework for Comprehensive School Improvement
 - Aligned to identified needs and root causes
 - Evidence-based



Why Evidence Matters

- Required by law
- Increasingly prevalent in education
- Hard work, but the right work



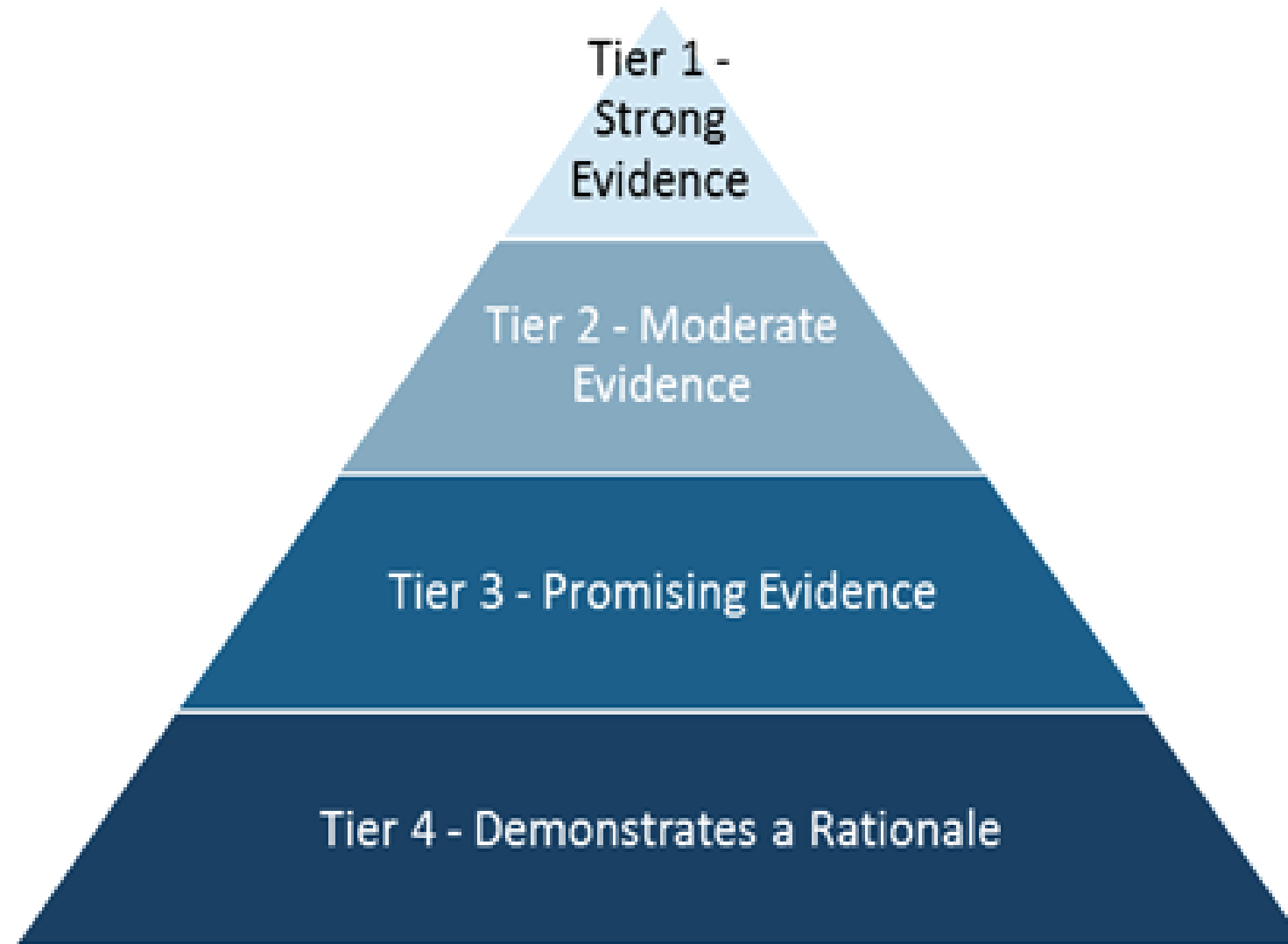
Think/Pair/Share

“Evidence Based Practice” was first applied as a professional standard in medicine.

T/P/S

- Why is using evidence be so important to the practice of medicine?
- What similarities does this have to education of children?

Evidence Defined



Tier 1 - Strong Evidence (Experimental Study)

- Randomized control experiment (i.e., has treatment and control group, uses random assignment)
- Large sample - at least 350 students or other units
- More than one site (school, district, or state)
- Produces a statistically significant, positive outcome
- Relevant to your context (i.e., similar student population/setting)

Tier 2 - Moderate Evidence (Quasi-Experimental Study)

- Quasi-experimental design (i.e., has treatment and control group, **NOT** assigned randomly)
- Large sample - at least 350 students or other units
- More than one site (school, district, or state)
- Produces a statistically significant, positive outcome
- Relevant to your context (i.e., similar student population/setting)

Tier 3 - Promising Evidence (Correlational Study)

- Correlational study (i.e., examines relationship between treatment and outcome, does not establish causation)
- Uses statistical control for selection bias
- Produces a statistically significant, positive outcome

Tier 4 - Demonstrates a Rationale (Logic Model + Research + Effort to Study)

- Logic model (i.e., identifies key components of proposed intervention, describes relationship between components and relevant outcomes)
- Relevant research or intervention suggest improving relevant outcomes is **likely**
Includes an effort to study the impact of the intervention (or points to one happening elsewhere)
Consider including fidelity of implementation



Where to Find Evidence-Based Strategies

- [What Works Clearing House](#) (endorses Tiers I & II)
- [Evidence For ESSA](#)
- [Results First Clearing House](#)
- [Best Evidence Encyclopedia](#)
- [RAND report on school leadership](#)
- [RI School Improvement Resource Hub](#)
- Other state resource hubs (use with caution)
- For interventions/research not included above, [Google Scholar](#) is an excellent starting point



From Strategy Selection to Comprehensive School Improvement Plan

To build a Comprehensive School Improvement Plan, you must record for each evidence-based strategy:

1. Strategy justification: description, alignment, and rationale
2. Evidence basis: at least one Tier I-III research citation
3. *Funding strategy (to be addressed next)*
4. *Milestones and goals*
5. *Monitoring plan*

Comprehensive School Improvement templates forthcoming, by February.

Questions?



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School Improvement Funding Under ESSA

- Chiara Deltito Sharrott
 - *Education Specialist*
- Krystafer Redden
 - *Transformation Specialist*



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1003 Funding Under ESSA: Major Changes



- No more 1003(a)
- Duration of project period
- Community Advisory Board (CAB)
- Comprehensive application
- Expectation of evidence
- Embedded School Improvement Plan

School Improvement Launch Mini-Grants

- One time grants
- Every school identified for CSI status eligible
 - LEA may bundle for purchasing power
- Full detailed information forthcoming via email
- Necessary application items:
 - One paragraph (no more than 500 words) outlining plan
 - Identified project manager responsible + superintendent signature
 - Accurate budget with associated spending plan



School Improvement Support Grants

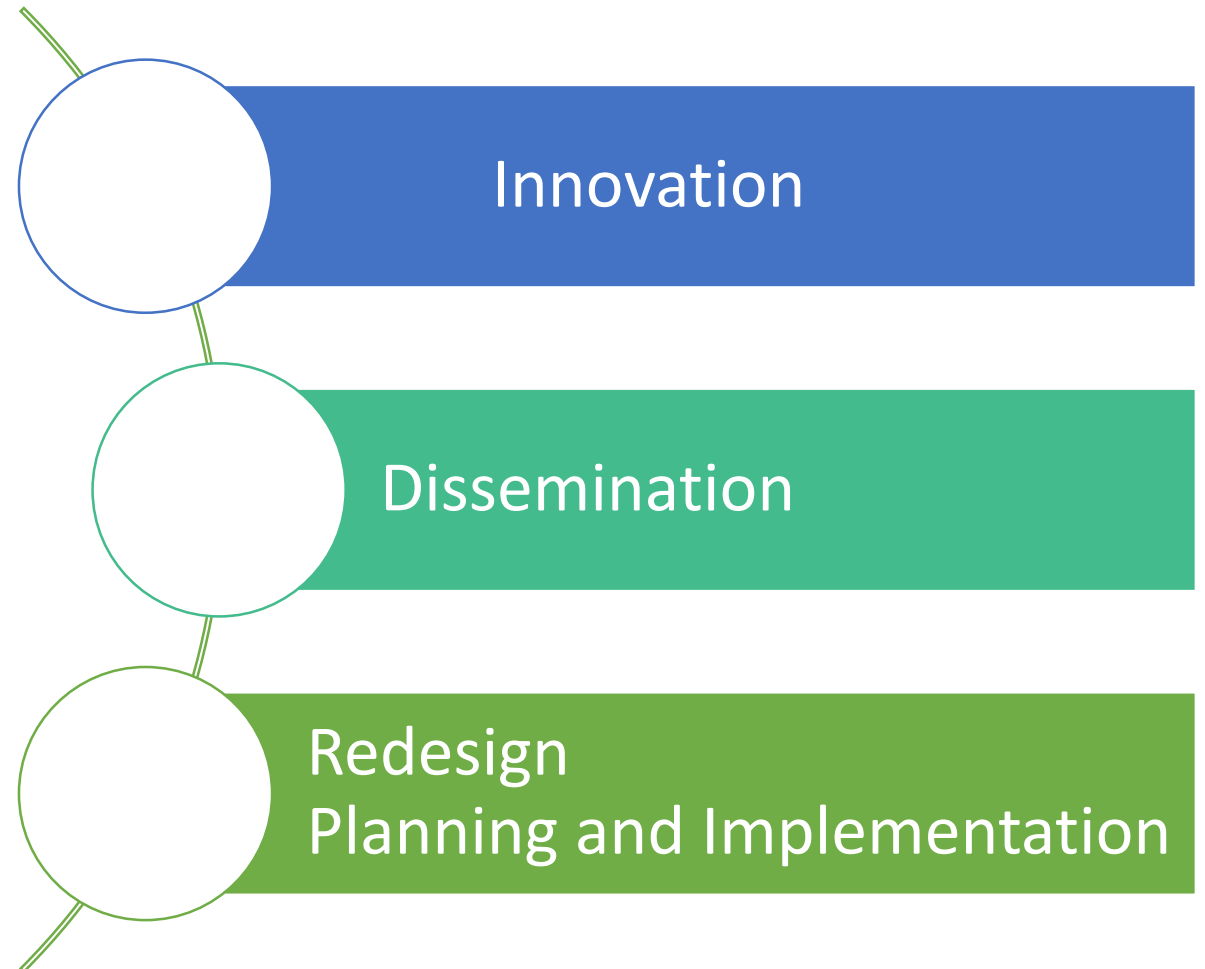
- \$1,305,834 available, in total
- Formula allocation based on \$103/per student
- Primary source of school improvement funding to be offered to schools by RIDE
- 2-4 year projects
- Must meet evidence criteria to receive funds



Competitive 1003 Funds Under ESSA

\$2,210,879.80 in competitive funds available to fund evidence-based strategies

Average total allocation per school in competitive funds: \$10,000-\$100,000



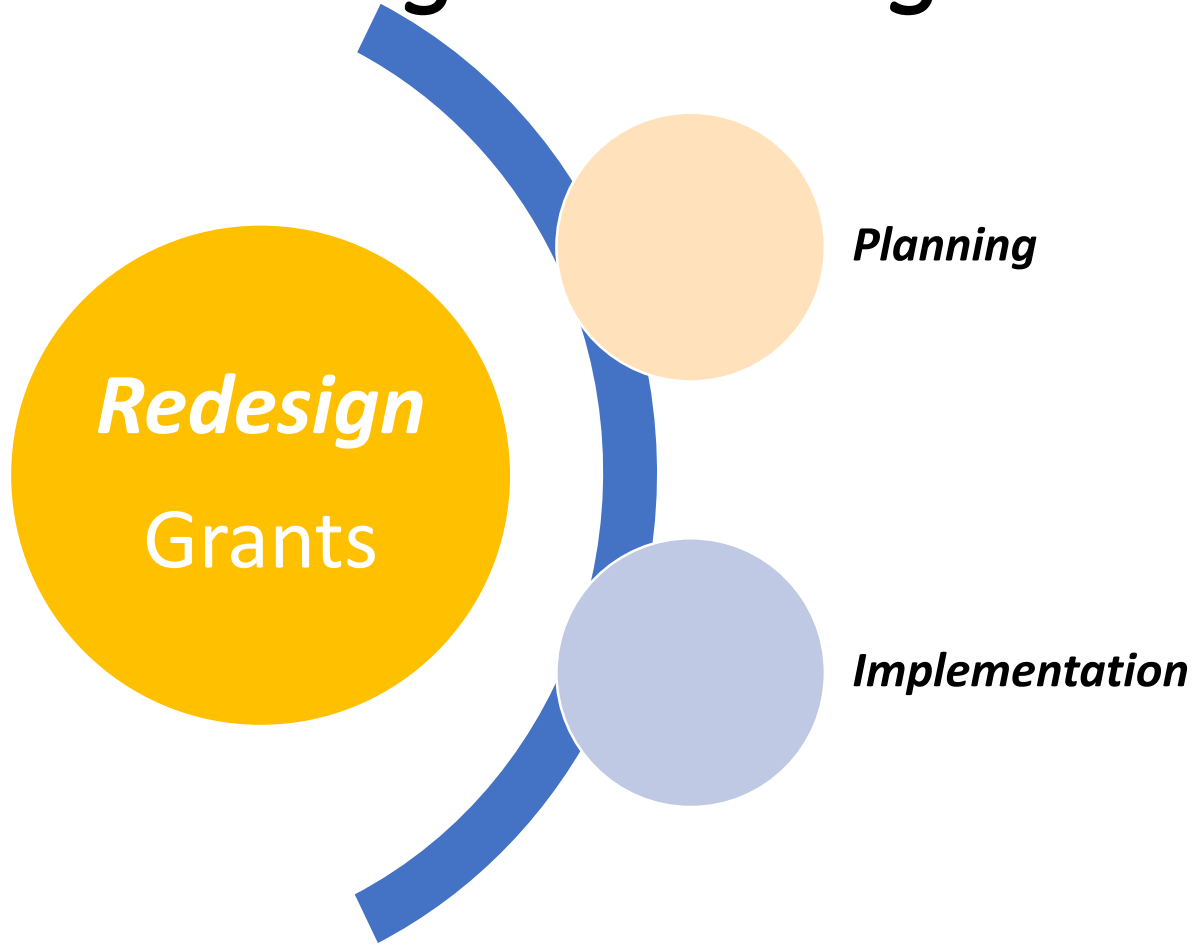
Core Information for Competitive Grants:

Innovation & Dissemination

Innovation	Expectations of Both	Dissemination
<ul style="list-style-type: none"> LEA/School must provide local definition of Innovation and describe how proposed strategy is aligned State Priority of : <i>Projects that address the use of high quality curricular materials and aligned professional development</i> 	<ul style="list-style-type: none"> Must be focused on a Specific Evidenced Based Strategy Strategy selection must be based in needs assessment and root cause analysis Project Plans are for 1-2 years CSI Schools and Schools with ATSI/TSI Subgroups are all eligible 	<ul style="list-style-type: none"> Requires partnership between an identified school and non-identified school Lead applicant must be LEA with identified school Partnership can be across multiple LEAs or within a single LEA Lead applicant must serve as fiscal manager and provide fiscal oversight for subawards to partnering LEAs/schools



Core Information for Competitive Grants: *Redesign Planning and Implementation*



- Different than other funding streams
- Two paths to “trigger” this funding
 - By timeline in Rhode Island ESSA State Plan
 - By the school or LEA itself
- Do not need grant to enter *Redesign*
- Entering *Redesign* does not guarantee grant
- One mechanism to support *Redesign*

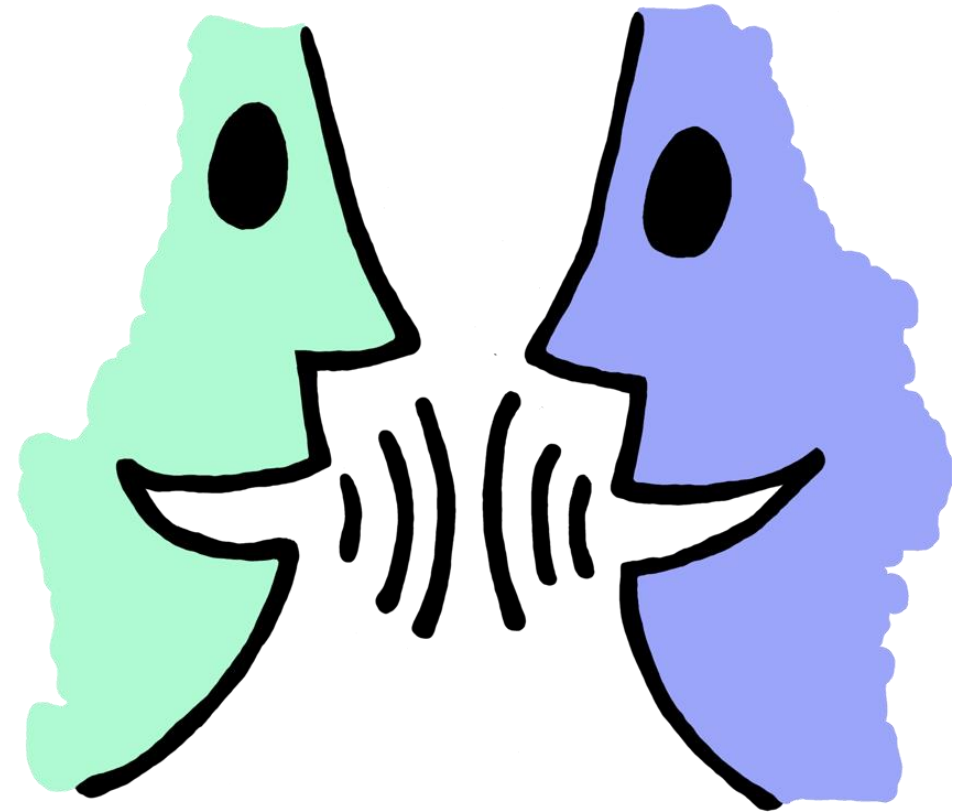
Please note:

Planning grant is only available to newly identified schools



Comprehensive Funding Application

- Review Independently
- Turn and Talk:
 - What are the core application components?
 - Start on page 120 of the Practitioner's Guide to view the comprehensive application template



Funding & Implementation Timeline

Identification Type	What happens if school is re-identified next year?	When is redesign triggered?	What happens if school exits identification next year?	
Newly Identified CSI	School may request additional funding for up to 3 years to supplement its original support grant.	4 years *Apply for Redesign in Spring of 2022	Multi-Year Plan Submitted	Single Year Plan Submitted
			If a school that exits CSI status had previously received a multi-year award,	If a school that exits CSI status had previously received a single year award,
Re-Identified CSI	Schools may request additional funding for up to 1 year to supplement its original support grant. At this time, school should consider how a support grant could assist with redesign planning.	2 years * Apply for Redesign in spring of 2020	they may retain their funds through the full grant period, regardless of identification status.	they will no longer be able to apply for additional years of support funding.



Questions?



RIDE Rhode Island
Department
of Education

Comprehensive School Improvement Planning

	Establish Community Advisory Boards	Conduct Needs Assessment and Root Cause Analysis	Select Interventions & Create school Improvement Plan	Apply for School Improvement Funding
RIDE	<ul style="list-style-type: none"> • Provided guidance • Provide technical assistance • Transition funding 	<ul style="list-style-type: none"> • Provide models • Provide technical assistance • Transition funding 	<ul style="list-style-type: none"> • Provide models • Provide technical assistance • Transition funding 	<ul style="list-style-type: none"> • Provide technical assistance • Provide rubrics for application evaluation • Make final funding decisions
LEA	<ul style="list-style-type: none"> • Select CAB structures, operating procedures • Select CAB members 	<ul style="list-style-type: none"> • Select Needs Assessment • Gather data and present to collaborative team 	<ul style="list-style-type: none"> • Develop potential interventions with collaborative team • Review evidence basis for desired interventions 	<ul style="list-style-type: none"> • Codify and finalize school improvement support and competitive school improvement grant application across any eligible school(s)
Collaborative Team (School & Community Advisory Board)	<ul style="list-style-type: none"> • Collaborate to orient CAB members to school and school to CAB • Work with LEA to schedule meetings for each subsequent phase of improvement planning process 	<ul style="list-style-type: none"> • Work as a collaborative team to understand needs assessment data, prioritize indicators and hypothesize root causes 	<ul style="list-style-type: none"> • Propose and evaluate potential interventions • Select interventions for school improvement funding application • Approve final school improvement plans 	<ul style="list-style-type: none"> • Endorse funding application



Closing and Next Steps

- Things to Expect:
 - RIDE will post or email today's slide deck
 - *School Improvement Launch* mini-grants forthcoming via email
 - Template for the CSIP is coming in February
 - Questions still to be answered
 - Please use post-it notes + the two parking lots
 - Technical assistance sessions, at your request
 - Please use the index cards on the table to detail your request
- Keep in touch! – We are here to support you in this work.

